Second Grade New Math Core Compared to the Old Math Core
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Common to Both (Based on New Language)	New Core Only	Old Core Only
Standard I: Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers. **Objective 1: Identify and represent the relationships among numbers, quantities, and place value in whole numbers up to 1000.** • Represent whole numbers in groups of hundreds, tens, and ones using base ten models and write the numeral representing the set in standard and expanded form • Identify the place and the value of a given digit in a three-digit numeral. • Compare and order numbers using the terms, greater than, less than, or equal to, and the symbols, >, <, and =, using various strategies, including the number line.	• Represent the composition and decomposition of numbers in a variety of ways. • Identify and describe even and odd whole numbers. Extensions: • Comparing numbers using symbols.	• Demonstrate multiple ways to represent numbers using symbolic representations. • Identify the number that is one more, one less, ten more, or ten less than any whole number up to 100. • Use ordinal numbers 1^{st} through 10^{th}.
Objective 2: Use unit fractions to identify parts of the whole and parts of a set. • Divide geometric shapes into two, three, or four equal parts and identify the parts as halves, third, or fourths. • Divide sets of objects into two, three, or four parts of equal number of objects and identify the parts as halves, thirds, or fourths. • Represent the unit fraction 1/2, 1/3, and 1/4 with objects, pictures, words (e.g., ___out of ___ equal parts_, and symbols.	Extensions: • Identify the parts as halves, thirds, or fourths.	

Objective 3: Estimate, model, illustrate, describe, and solve problems involving two- and three-digit addition and subtraction. • Model addition and subtraction to two- and three-digit whole numbers (sums and minuends to 1000) in a variety of ways. • Write a story problem that relates to a given addition or subtraction equation, and write a number sentence to solve a story problem that is related to the environment. • Demonstrate fluency with two- and three-digit addition and subtraction problems, using efficient, accurate, and generalizable strategies that include standard algorithms and mental arithmetic, and describe why the procedures work. • Use the mathematical relationship between addition and subtraction and properties of addition to model and solve problems.	• Demonstrate quick recall of addition facts (up to 10 + 10) and related subtractions facts. Extensions: • Demonstrate fluency … • Three-digit addition and subtraction problems.	• Demonstrate the joining and separating of sets with eighteen or fewer objects and record the results with pictures or symbols. • Use a variety of methods and tools to facilitate computation. • Add three whole numbers with sums to eighteen.
	Objective 4: Model, illustrate, and pictorially record solutions to simple multiplication and division problems. • Represent multiplication with equal groups using concrete objects and skip counting by twos, fives, and tens. • Represent division as fair shares using concrete objects or pictures.	
Standard II: Students will model, represent, and interpret patterns and number relationships to create and solve problems with addition and subtraction. **Objective 1: Recognize, describe, create, and extend growing patterns.** • Construct models and skip count by twos, threes, and tens and relate to repeated addition.	• Determine the next term in linear patterns (e.g., 2, 4, 6…; the number of hands on one person, two people, three people).	• Sort, classify, and label objects by three or more attributes. • Identify and label repeating patterns using objects, pictures, and symbolic notation. • Identify repeating and growing patterns in the environment.
Objective 2: Model, represent, and interpret number relationships using mathematical symbols. • Recognize that ≠ indicates a relationship in which the two sides of the inequality are expressions of different numbers. • Recognize that symbols such as *x*, △, or ◇ in an addition or subtraction equation represent a number that will make the statement true. • Use the commutative and associative properties of addition to simplify calculations.		

Standard III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data. **Objective 1: Describe, classify, and create geometric figures.** • Describe (*and classify)* plane and solid geometric figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, pentagon, hexagon, cube, sphere, cone).	• trapezoid, rhombus, pentagon, hexagon, cube • Classify plane and solid geometric figures according to the number of sides and angles or faces, edges, and vertices. • Compose and decompose shapes and figures by substituting arrangements of smaller shapes for larger shapes or substituting larger shapes for arrangements of smaller shapes. • Compose and decompose shapes and figures and describe the part-whole relationships, similarities, and differences.	• Identify, name, draw, sort…cylinder • Find and identify familiar geometric shapes in the students' environment. • Determine whether a circle, triangle, square, or rectangle has a line of symmetry. • Create and use verbal or written instructions to move within the environment. • Find and name locations using coordinates. • Identify shapes in various orientations.
Objective 2: Identify and use units of measure, iterate (repeat) that unit, and compare the number of iterations to the item being measured. • Identify and use measurement units to measure, to the nearest unit, length (i.e., inch, centimeter), weight in pounds, and capacity in cups. • Estimate and measure length by iterating a nonstandard or standard unit of measure. • Determine the value of a set of up to five coins that total $1.00 or less (e.g., three dimes, one nickel, and one penny equals 36¢). • Tell time to the quarter-hour and sequence a series of daily events by time (e.g., breakfast at 7:00 a.m., school begins at 9:00 a.m., school ends at 3:00 p.m.).	• centimeter • Use different units to measure the length of the same object and recognize that the smaller the unit, the more iterations needed to cover a given length. Extensions: • Tell time to the quarter-hour.	• Identify the name and value of a penny, nickel, dime, quarter, and dollar. • Compare and order objects, using nonstandard units, according to their length, weight, or capacity. • Measure length using feet**.** • Use a calendar to determine the day of the week and date. • Determine the perimeter of a square, triangle, and rectangle by measuring with nonstandard units.
Objective 3: Collect, record, organize, display, and interpret numerical data. • Collect and record data systematically, using a strategy for keeping track of what has been counted. • Organize, display, and label information, including keys, using pictographs, tallies, bar graphs, and organized tables. • Describe data represented on charts and graphs and answer simple questions related to data representations.	• Organize and represent the same data in more than one way.	• Determine the likelihood of an event. • Predict events that will be the same in one day or one week. • Predict the outcome when there are only two possible outcomes.